



Positive Behavior in Schools (PBIS) and Multi-Tiered Systems of Support (MTSS)

September 19, 2017

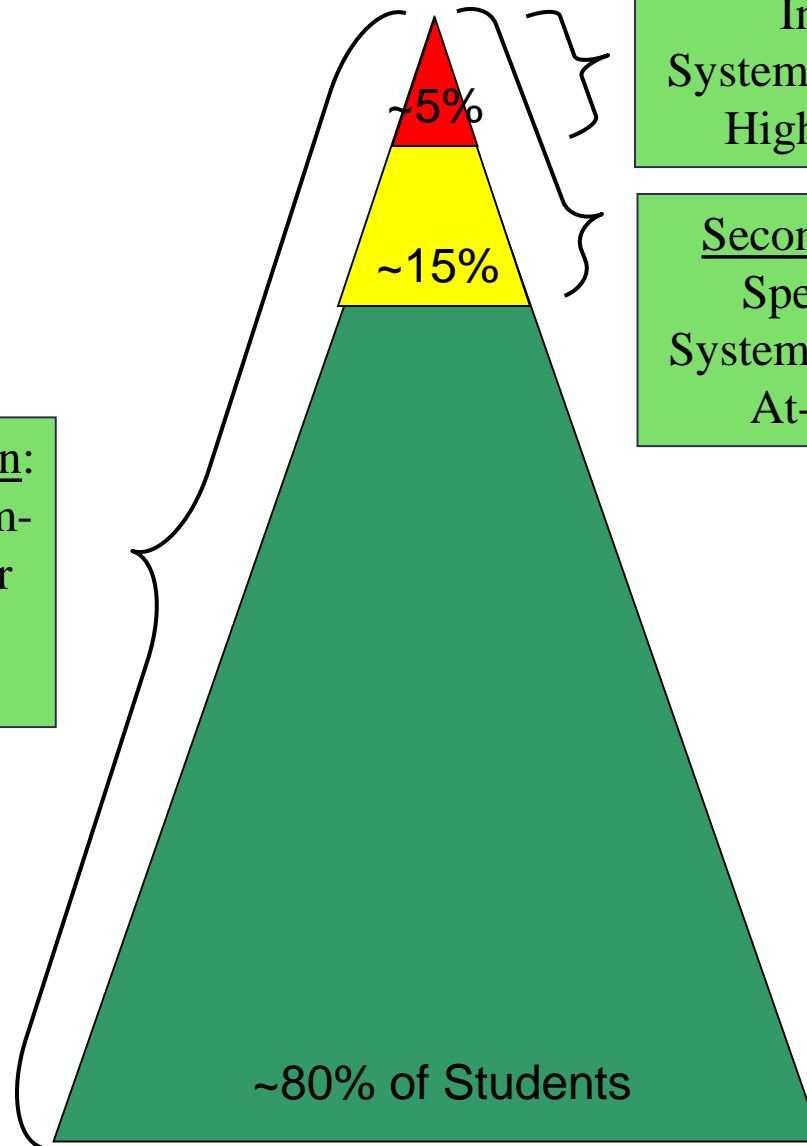
OTL Webinar

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Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students with
High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students with
At-Risk Behavior



Multi-tiered Systems of Support



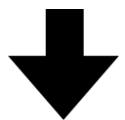
Academic



Tier 1



Tier 2



Tier 3

Interconnected Framework

Behavioral



Tier 1



Tier 2



Tier 3

School Mental Health



Tier 1

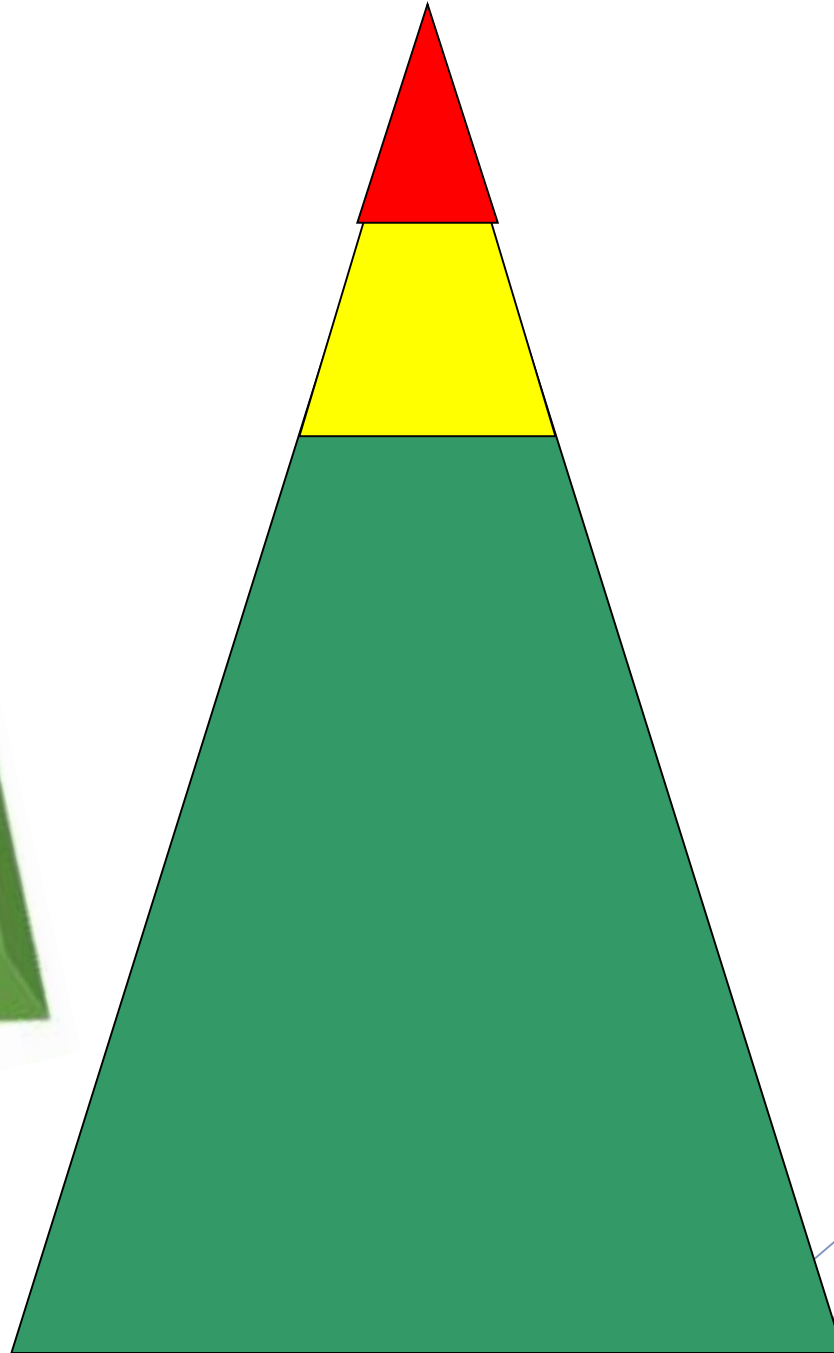
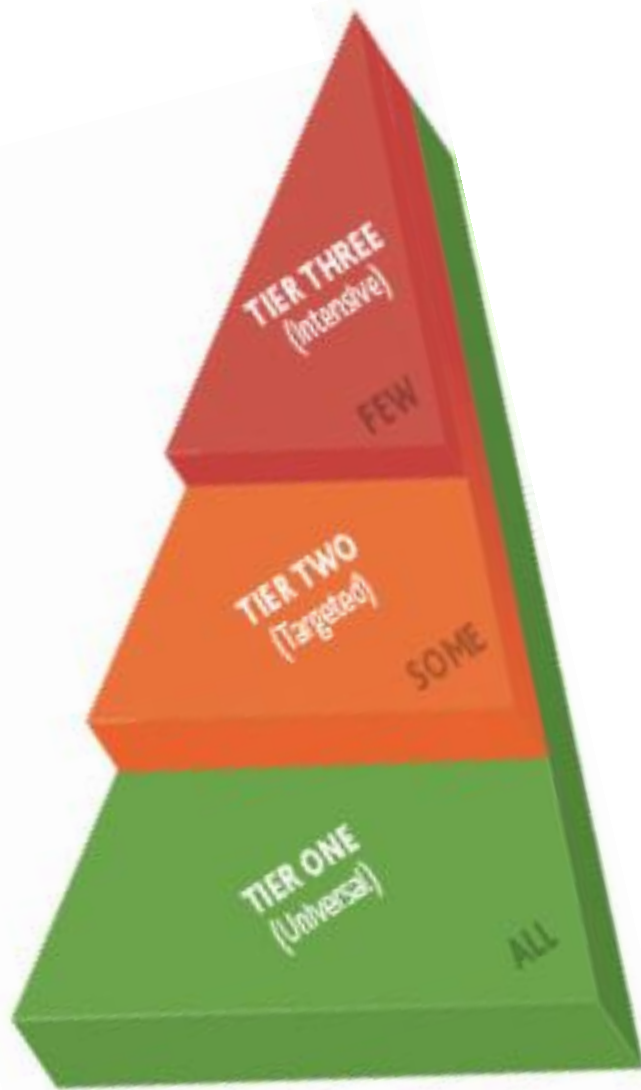


Tier 2



Tier 3





Four Essential Activities of MTSS



What are the predictable failures?

1

What can we do to prevent failure?

2

How will we maintain consistency?

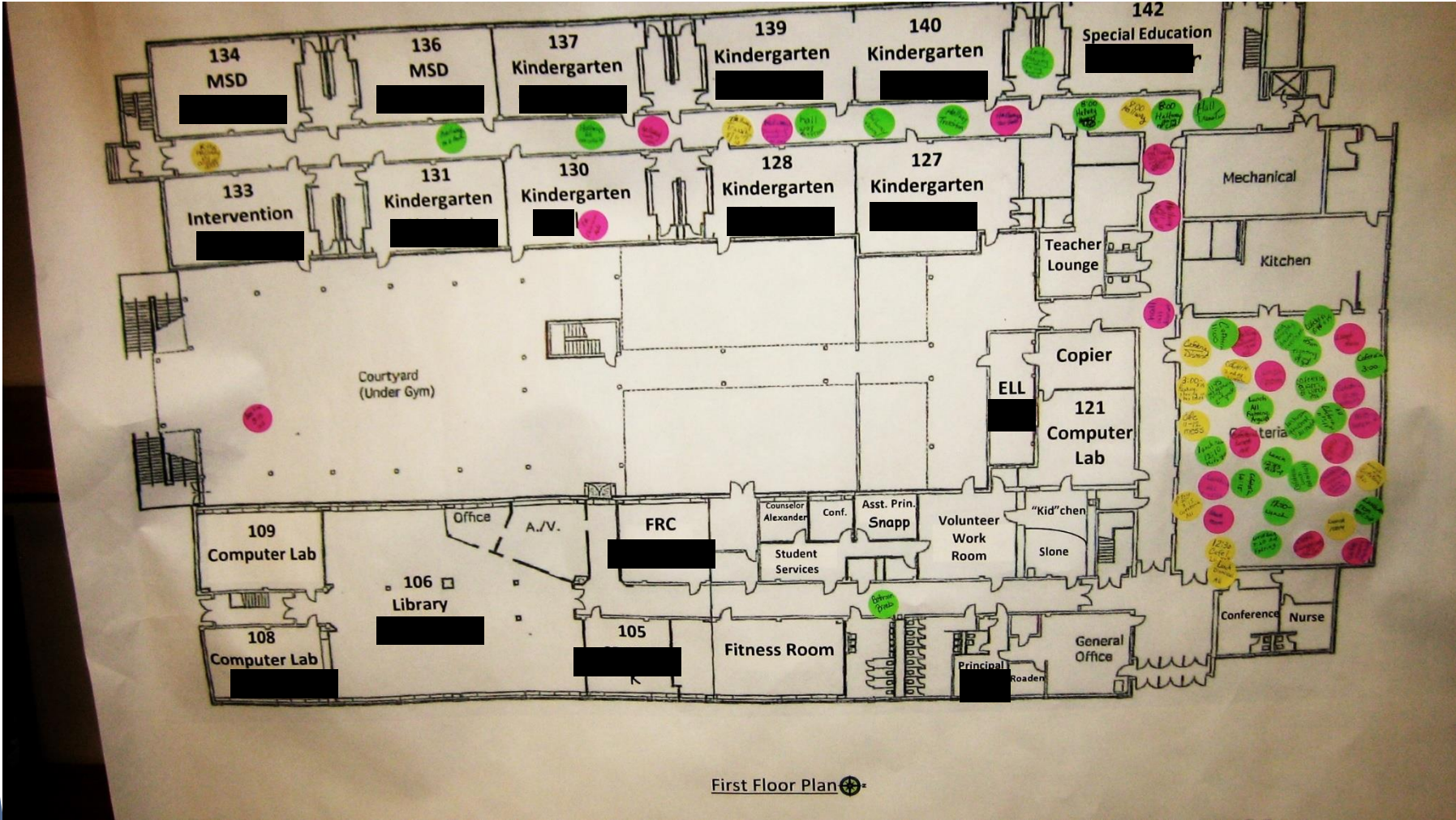
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How will we know if it's working?

4

Same at Every Level!!

Prediction



Predictable Problems Summary



Lunchroom

When	Who	What	Why
At arrival/ dismiss During lunch	All	Running, yelling, pushing, messes, poor manners, no clean-up, loud	-Slow transitions mean back-ups -Table to lunch rush -Inconsistent lunchroom aid tolerance -All are punished for the actions of few

Hallways and Walkways

When	Who	What	Why
Transitions – homeroom to portables	All	Run, trip, hit, wandering, slow, safety issue, don't know which kids should be there	Insufficient supervision, no uniform routine

Prevention Strategies

► Teaching Rules

- agreed upon by team - willing/able to enforce
- posted, brief, positively stated

► Developing and Refining Routines

- avoid problem contexts, times, groupings, etc.
- consistent

► Considering Physical Arrangements

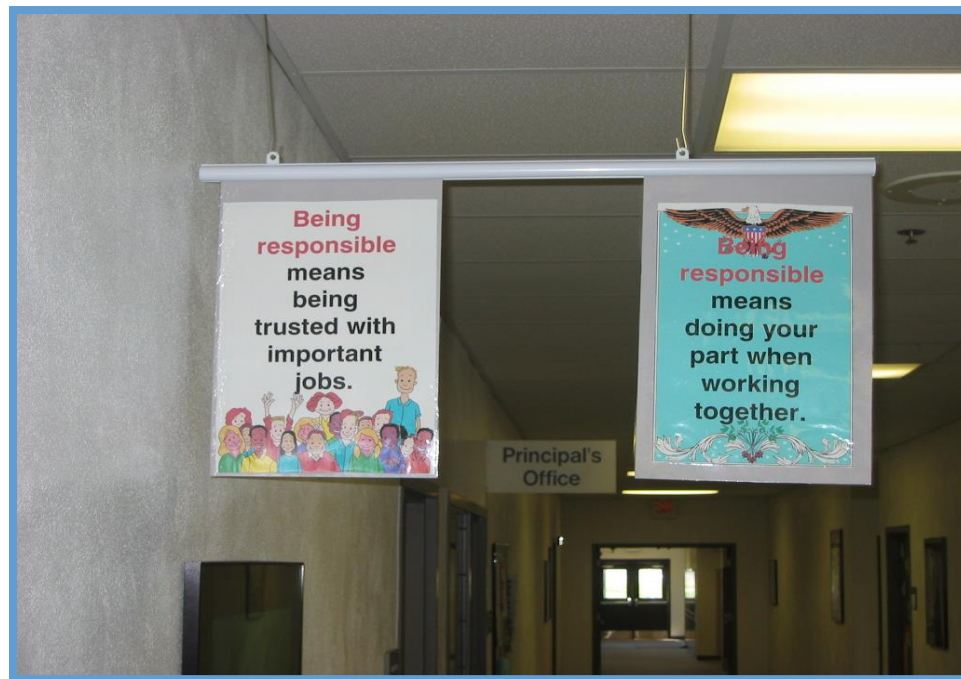
- clear physical boundaries
- supervision of all areas



Teaching Rules

Keys to Teachable Rules

1. Anchor all rules to 3-5 big ideas – School-Wide
2. All rules are taught as examples of the big ideas
3. Organize by location
 - Try for max 5 rules per location
4. Teach to students directly and explicitly
5. Revisit instruction throughout the year – acknowledge compliance



EXAMPLE

Respect Yourself

- in the classroom (do your best)
- on the playground (follow safety rules)

Respect Others

- in the classroom (raise hand to speak)
- in the stairway (single file line)

Respect Property

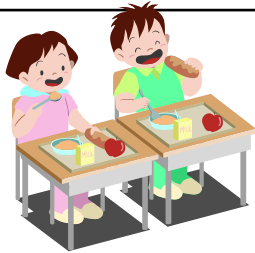
- in the classroom (ask before borrowing)
- in the lunchroom (pick up your mess)



Here are the three **R's** for lunchtime in the cafeteria:



Rule:	Behavior:
I am respectful.	<ul style="list-style-type: none">• Raise hand for help• Use quiet voices
I am responsible.	<ul style="list-style-type: none">• Eat your lunch• Keep hands, feet & food to yourself
I am ready to go.	<ul style="list-style-type: none">• Clean up messes• Line up quietly• Face front



Acknowledge Success

- ▶ Level 1: Verbal Praise
- ▶ Level 2: Access to Privilege
- ▶ Level 3: Public Acknowledgement



Correction

Feedback that behavior is inappropriate

- *“is that the right way?”*
- *“is there a better way?”*
- *“are you being respectful – why not?”*

Re-teach appropriate behavior

- *“what is a better way?”*
- *“what would it look like if it was done better?”*
- *“what is a more respectful behavior?”*

Re-teach appropriate behavior

- *“Show me that --- thanks – remember to do that.”*



Using Office Discipline Referrals

► The five BIG questions

1. **How often** are problem behavior events occurring?
2. **Where** are problem behavior events occurring?
3. **When** are problem behavior events occurring?
4. **What** are the problems behaviors?
5. **Who** are the students contributing to the problem behavior events?



Portable Referral Form

Classroom
Report

Office Referral

Woodlawn Elementary School Report/Referral Form

Time _____ Date _____ Grade _____

Student(s) Involved _____

Reporting Staff Person _____

Incident

<input type="checkbox"/> homework (repeatedly)	<input type="checkbox"/> offensive language/gesture
<input type="checkbox"/> tardy	<input type="checkbox"/> intimidation
<input type="checkbox"/> defiance	<input type="checkbox"/> physical aggression/fighting
<input type="checkbox"/> disruptive behavior	<input type="checkbox"/> insubordination
<input type="checkbox"/> other _____	<input type="checkbox"/> property damage

Location

<input type="checkbox"/> hallway	<input type="checkbox"/> outside dismissal/arrival
<input type="checkbox"/> playground	<input type="checkbox"/> restroom (caf., add., 6 th , 2 nd)
<input type="checkbox"/> room # _____	<input type="checkbox"/> cafeteria

Teacher Response

<input type="checkbox"/> redirection	<input type="checkbox"/> loss of privilege
<input type="checkbox"/> physical proximity	<input type="checkbox"/> parent contact
<input type="checkbox"/> warning	date _____
<input type="checkbox"/> time-out in class	<input type="checkbox"/> buddy room
<input type="checkbox"/> detention	<input type="checkbox"/> parent conference
<input type="checkbox"/> community service	date _____
<input type="checkbox"/> private conference	
<input type="checkbox"/> other _____	

Administrative Response

<input type="checkbox"/> private conference	<input type="checkbox"/> alternative placement
<input type="checkbox"/> time-out	<input type="checkbox"/> detention
<input type="checkbox"/> loss of privilege	<input type="checkbox"/> parent conference
<input type="checkbox"/> suspension	<input type="checkbox"/> community service

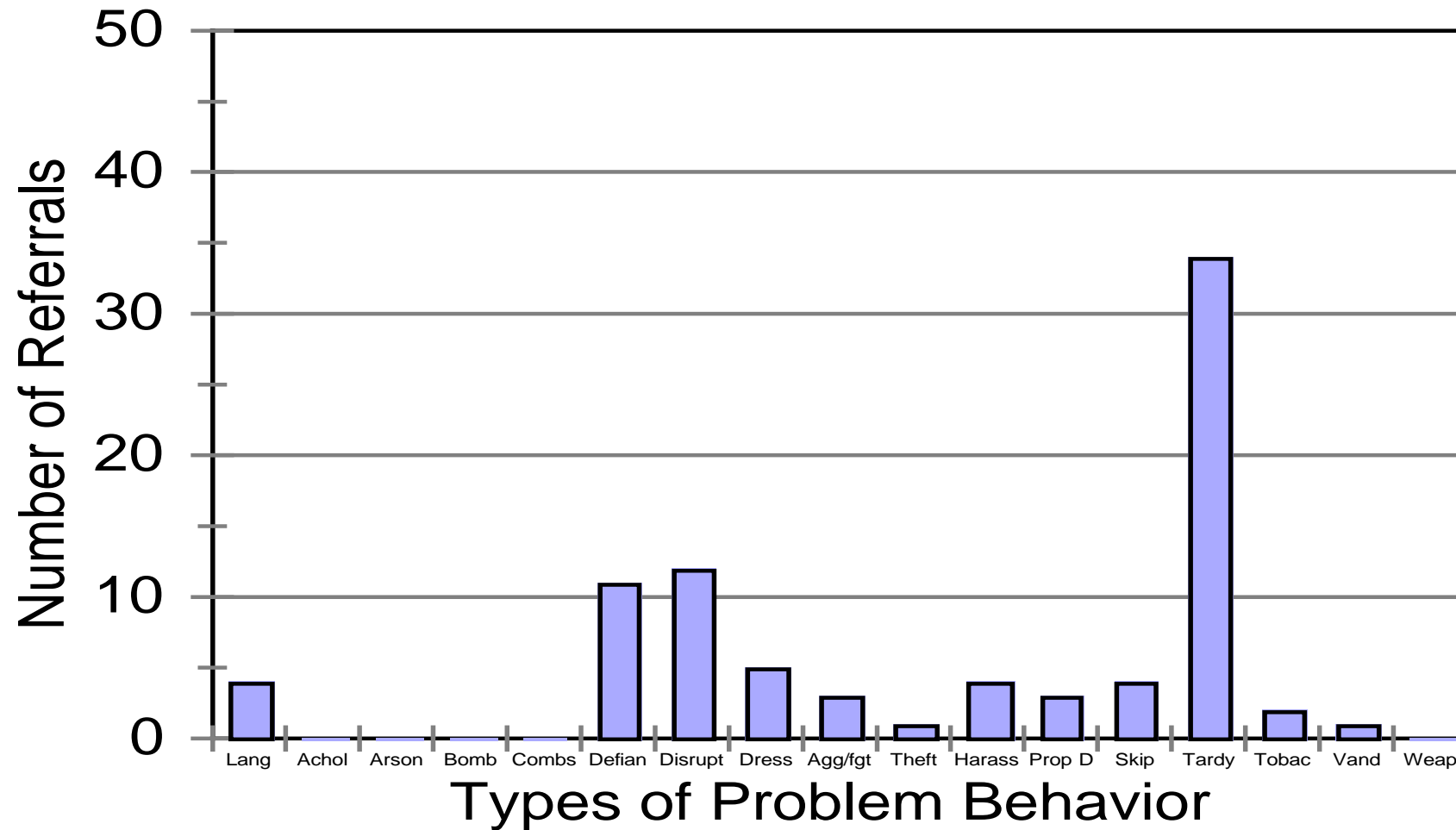
Comments

Administrative Signature _____



What?

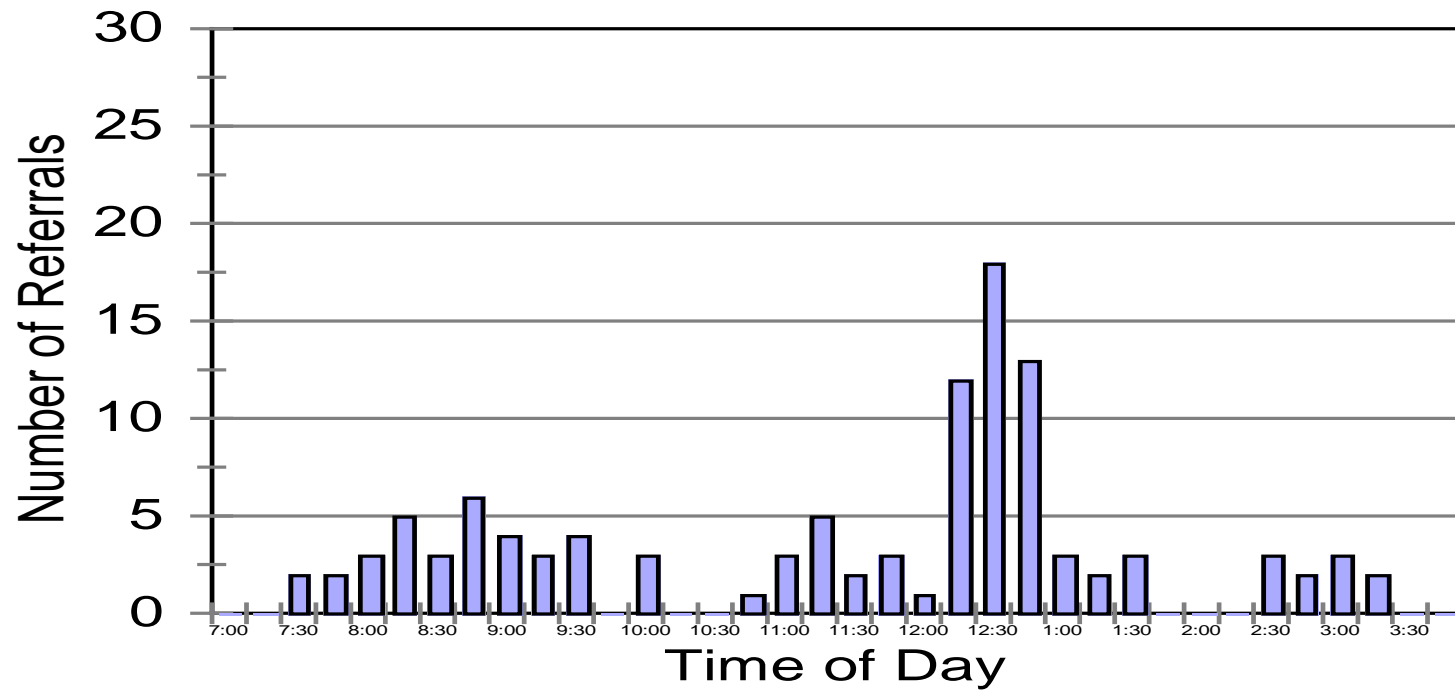
Referrals per Prob Behavior



When?



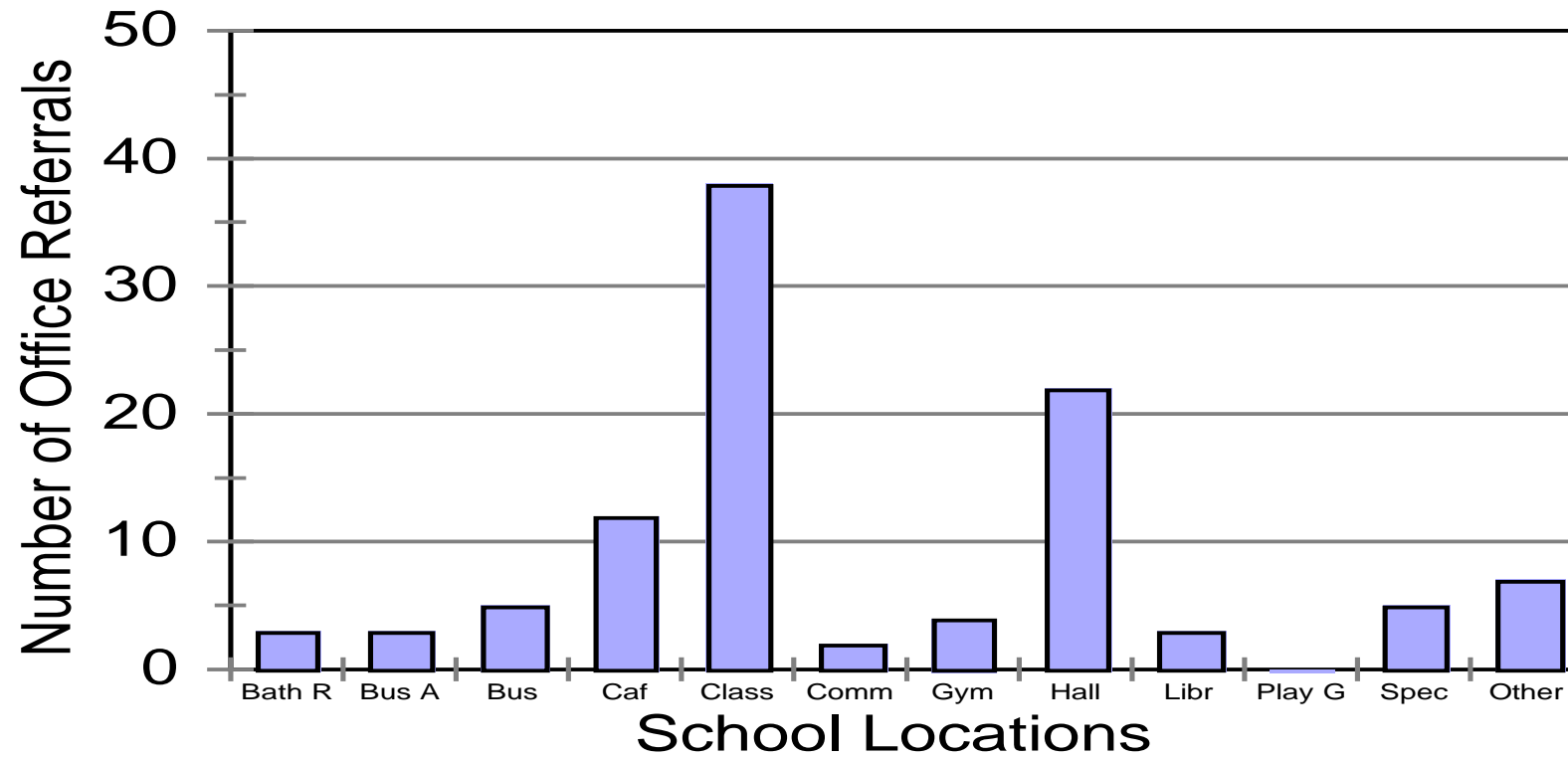
Referrals by Time of Day



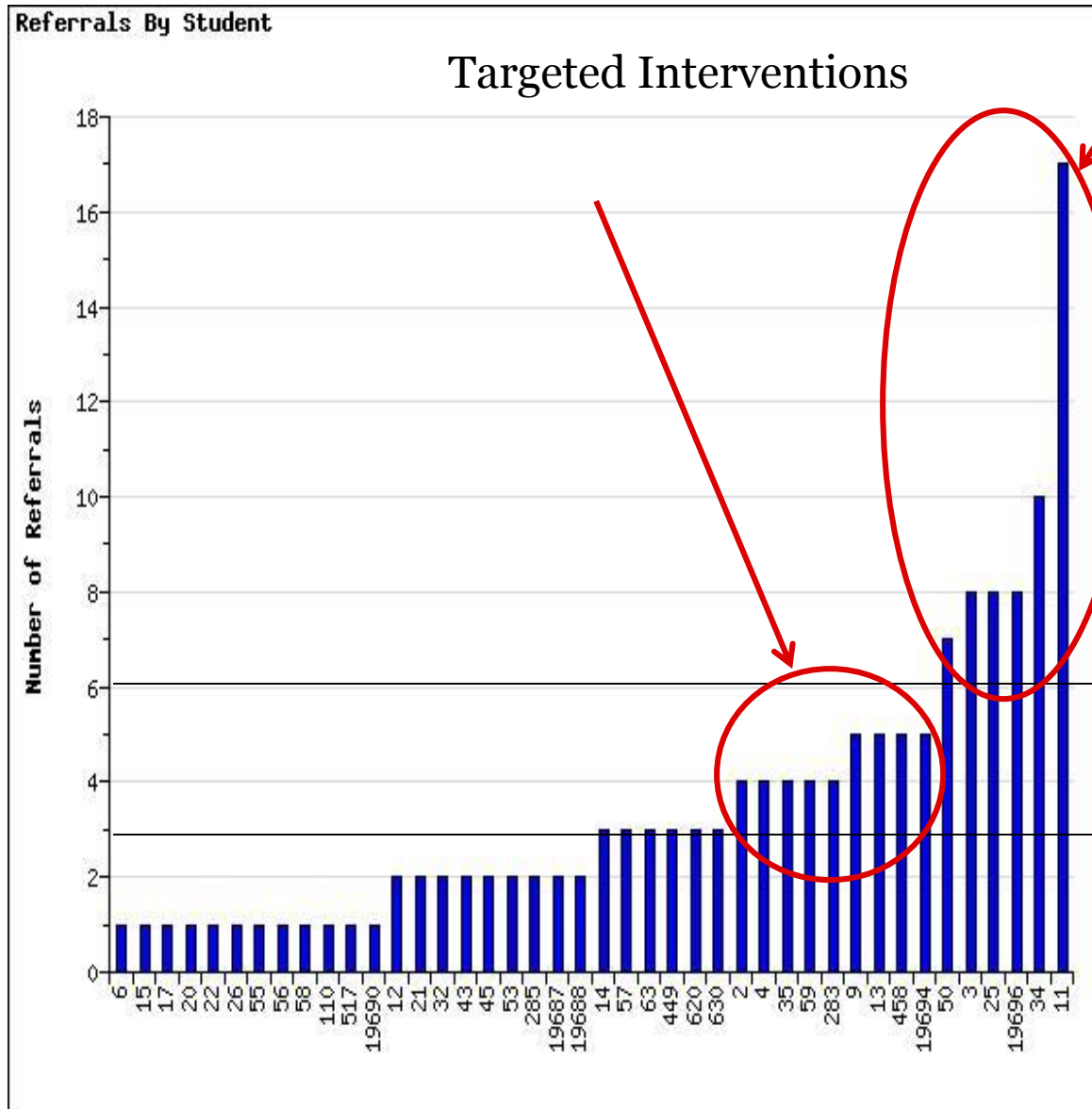
Where?



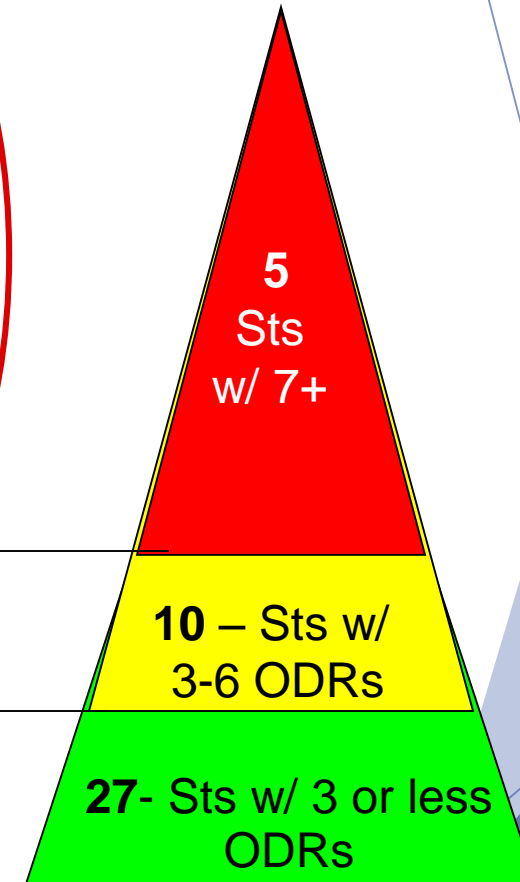
Referrals by Location



Do We Have Plans for Students?



Intensive Interventions



Make Data Public

Elementary School posts the monthly data on the mailroom door so staff can look for patterns and changes.

-Notice that they post **POSITIVES** and ODR data.



Questions?

► Contact:

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- Dr. Terry Scott, Co-Program Investigator, Academic and Behavioral Response to Intervention (ABRI) t.scott@louisville.edu.
- Jarrod S. Slone, Intervention Consultant-Kentucky Department of Education (KDE)
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5 Things to Know Before You Go

- ▶ **Assessment Results Briefing of Media & School Districts – Sept. 21 @ 2:00 p.m. ET**
- ▶ **Arts First Aid – Application Deadline is October 2**
- ▶ **Federal Grant Closeout Reminder**
- ▶ **NEW Continuous Improvement/eProve Training**
- ▶ **Next OTL Webcast – October 3 – State Systemic Improvement Plan**

